The Effect of Short Videos on students' English Learning Outcomes Students for the Eight Grade Students of SMP Negeri 40 Makassar

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Abstract: The purpose of this study is for junior high school teachers to receive guidance/training on the application of strategies or media for using short videos in English learning. Short videos in improving students' English skills such as improving speaking, listening, and student vocabulary. As an alternative, teachers can still carry out the learning process well and become professional teachers, making teachers creative and innovative. Therefore, during the Covid-19 pandemic, distance learning is one way so that the learning process can continue to run well, of course, by using technology; in this case, the teacher must make a video of learning or present short videos to be given to students. The benefit of short videos for teachers is that it makes it easier to do online and offline learning. The use for students is that students are more flexible in understanding the short video or learning video from the teacher because students can play the short video repeatedly. Furthermore, providing facilities for teachers in the form of materials and practices, which are expected to provide understanding in improving student learning outcomes and the importance of using technology and information in improving the writing skills of class VIII students of UPT SPF SMP Negeri 40 Makassar.

Keywords: Short Videos, English, Learning Outcomes

INTRODUCTION

The current status of English as an international language has enormous implications for people worldwide. English is not only the language of international communication, commerce and trade, and of media and pop culture, but increasingly, in countries where it was taught in the past as a second or foreign language, a medium of instruction for some or all subjects in schools, colleges and universities. English is no longer viewed as the property of countries where it is the mother tongue of much of the population, such as the United States, Australia or the United Kingdom (Richards, 2015). Nowadays, it has also be seen as lingua franca, which means it has become the common language used by people of different first languages to communicate. Hence, this influences the way people appreciate.

A school is a place where education takes place. School education becomes the foundation of hope to educate the nation's life because the teaching that takes place in

schools is deliberate, planned, and regulated in such a way through the procedures and mechanisms of the applicable laws (Uljens, 1997). One of the subjects taught in schools is Indonesian. The scope of learning Indonesian in standard competency consists of four basic language skill focuses: listening, reading, speaking, and writing. Every language skill that is the focus is the primary learning activity because learning departs, is aimed at, and ends in the skills that are the focus of education (Wulandari, 2017).

Learning outcomes become a reference for teachers to reflect on the learning process carried out to improve and enhance individual quality. Learning outcomes are the results obtained by students after the learning process is indicated by the test scores given by the teacher after each completion of providing subject matter on a subject (Christophel, 1990). The use of media is one alternatif to improve the output of teaching process.

One of the teacher's efforts to help students achieve the expected learning outcomes is by using learning media. Learning media has now become a trend in world education because it can help achieve learning outcomes. The National Education Association (NEA) in Rusman (2011: 169) defines media as all forms and channels that people use to stream messages / information. This means that the media can be used as a container or tool to convey the message or what he wants. Learning media consists of various types and kinds. The selection and use of media must be based on the learning instructions to be achieved.

Media in learning also changes as technology advances. Teachers must be able to keep up with technological advances as a form of professionalism. The combination of various learning media or multimedia is one solution to balance these technological advances.

Microsoft Office Powerpoint is a computer program for presentations developed by Microsoft. The PowerPoint program is one of the software specifically designed to be able to display multimedia programs attractively, easy to manufacture, easy to use and relatively inexpensive, because it does not require raw materials other than tools for data storage (Rusman, 2011: 301).

Based on previous research related to media (power point) which describes it can improve student learning outcomes. In this study, we will continue to use media to improve students' English learning outcomes but by using other media, namely video media used for teaching. Furthermore, there is still a lack of research on the use of short videos in teaching English to be one of the reasons this research is carried out.

Aminah (2018) explained that the use of video really helps students get ideas in writing procedural text skills. furthermore, The use of internet-based videos such as Youtube can also be used as an effective medium to help students understand text procedures from beginner to advanced levels (Nasution, 2019).

RESEARCH METHOD

Research Design the researcher used quantitative method. Cresswell (2012: 13)

stated that quantitative research is identifying a research problem based on trend in the field or on the need to explain why something occurs. This research used experimental design. Cresswell (2012: 21) stated that experimental design is the procedures in quantitative research in which the investigator determines whether an activity or material makes a difference in result for participant. In this research, the researcher used true experimental design. It means that in this design there are two groups which had been chosen randomly. Then, gave the pre-test to determine the initial state whether there were any difference between the experimental group and the control group. The design can be illustrated as follow:

Research Instrument

In this research, the researcher applied tests as the instrument of the research to measure students' achievement in listening comprehension both the students in the experimental class with English pop songs and the students who taught with conventional method. The instrument in this research, they were:

1. Pre-test

Pre-test was the first step to gather the data. It conducted before treatment. The researcher gave pre-test consists of several item missing words, and the students fill in the blank with the correct answer. Pre-test was done to find out the students' comprehension in both experimental and control groups before they receive the treatment.

2. Post-test

The researcher conducted post-test at the end of gathering the data. It was given after the treatment in order to find out whether or not the treatment gave any contribution to the students achievement in the experimental group.

Data Collecting Technique For collecting the data, there were four meetings, two meetings for pre-test and post-test, and two meetings for the treatment in experimental group. In collecting the data, firstly the researcher gave tryout the instrument to the population outside the sample to find out the validity and reliability of the instrument. After getting the result of the test whether it was valid and reliable, then the researcher gave pre-test consisting of several missing words to both control and experimental group to find out the students' comprehension from between those two groups. In the next steps the researcher gave some treatment to theexperimental group. After the treatment, post-test consisted of several missing words will be given to both groups to measure listening comprehension after treatment. Data AnalysisTechnique After collecting the data, the researcher compared the score between experimental class and control class. So, the procedure of calculation as follows: Contoh Diagram:

RESULT AND DISCUSSION

This research chooses learning media or teaching materials using media videos,

flood and disaster materials that use video media increase students' enthusiasm for learning and have an influence on student learning outcomes. By presenting this video learning media, students can see the phenomena that occur and listen clearly about flood and disaster material. Through this video media teaching material, it is expected to have an influence and increase student learning outcomes and flood and disaster material, learning media or video media teaching materials used by researchers in this study at UPT SPF SMP Negeri 40 Makassar.

Data collection in this research is using test questions and documentation, data collection in this study is through test questions about floods and disasters, the test questions used in this study are 10 questions. The questions have their respective levels according to Bloom's Taxonomy with material that is in accordance with material that is appropriate to teaching materials from textbooks and video media teaching materials from the Ministry of National Education Curriculum 2013 used by researchers in this experimental study. Meanwhile, documentation was carried out while the research was taking place, both at the time of providing material and when presenting videos and distributing test questions.

The researcher used 2 classes in this study, namely the control class and the experimental class. In determining the experimental class and the control class, the researcher used the average results from the pre-test given to class VII at UPT SPF SMP Negeri 40 Makassar. The class with the highest average score becomes the control class, while the class with the lowest average value is the experimental class. The data taken is needed to determine the effect of teaching materials using video media on student learning outcomes compared to teaching materials that do not use video media.

1. Learning Outcomes in the Experimental Class

The results of the tabulation of data processed by researchers in the experimental class, which amounted to 32 students, showed that the average value of the pre-test was 60.31 and the post-test score was 84.37. The experimental class that uses video learning media, students in this experimental class when given treatment in learning are very enthusiastic in learning activities.

The average result value produced by the experimental class students is a value that has exceeded the Minimum Completeness Criteria (KKM) which is 75 while the average value obtained by students is 84.37. The results of the average pre-test and post-test showed an increase in the average score of students because they had been given special treatment, the pre-test score was 60.31 and the post-test was 84.37 the score increased before being given special treatment and after given special treatment that is 24, 06.

This shows that learning using video learning media has an influence on student learning outcomes in the experimental class.
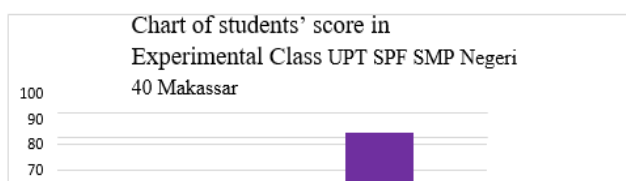
Chart of students' score in Experimental Class UPT SPF SMP Negeri 40 Makassar

Figure 1. Chart of Students' Score

2. Learning Outcomes in the Control Class

The graph above shows that the pre-test value is lower than the post-test value. The pre-test value is 68.12 and the post-test value is 73.75, the control class which does not use video media learning media has a lower average value than the experimental class gets an average score of 84.37 while the control class gets an average score the average was 73.75, although the control class got a lower average score than the experimental class the control class also got an increase in the average value of the pre-test and post-test. So it can be concluded that learning media using video media is more influential than not using video media with the same strategy.
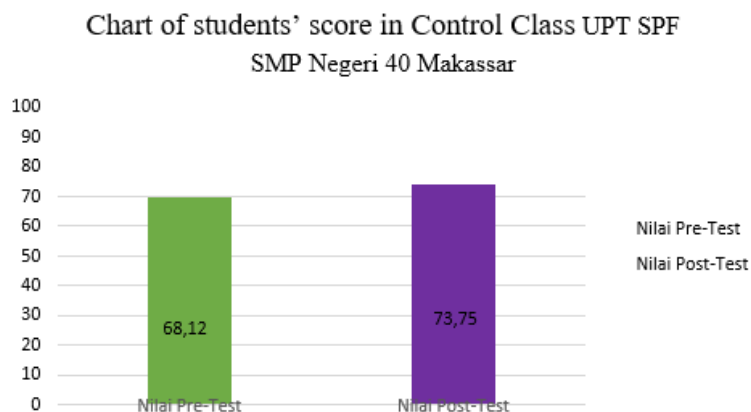

Figure 2. Chart of Students' Score

The results of this study indicate that there is a more significant increase than the previous study, with the average pre-test score of 60.31 and the post-test average of 84.37, a very significant increase was 24.06 in the previous study, namely the research by Dian Mayasari, et al 2013 regarding the effectiveness of learning using advanced hairdressing learning video media is more effective than text book learning media, namely the advanced haircutting learning video media has an effectiveness of 80.46% and textbook learning media by 71%, there is an increase by 8.74%. Research by Alviya Agustina, et al. 2012 before using video media the student's graduation rate was 53.33% after using video media 100% of students could solve problems and there was an increase of 46.67%.

CONCLUSION

The use of learning media using video media for flood material and The disaster results showed an increase in the average learning score of 20.06, namely the average pre-test score of 60.31 increased to 80.37 in the post-test average score.

The results of the increase in the average value indicate that there is an influence of learning media using video media on student learning outcomes. The control class also experienced an increase in the average value of the pre-test and post-test scores, the control class that did not use video media learning media but used an integrated social studies textbook, the average pre-test score was 68.12 while the average score was 68.12. The post-test rat was 73.75 and the improvement value experienced by the control class was 5.63. The control class experienced an insignificant increase in value compared to the experimental class, so it can be concluded that video media has a significant influence on student learning outcomes as seen in the results of this study.

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